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This brief examination of innovative foreign language programs in Wisconsin high schools begins with descriptions of the varied use and design of the language laboratory in three schools to increase self pacing, eliminate waste of time, and allow for tapes that supplement rather than repeat textbook material. Also described are (1) a course in World History taught in a foreign language, (2) a correspondence course supplemented with radio lessons in the target language, and (3) summer language institutes which emphasize individualized instruction and study. (SS)

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/-/-/-/-/-/-/-/-/-/-/-/-/-/-/-

William C. Kahl
State Superintendent

Robert C. Van Raalte
Assistant Superintendent, Supervision

Russell Mosely
Coordinator, Federal Instructional Programs

Arnold M. Chandler
Administrator, National Defense Education Program

/-/-/-/-/-/-/-/-/-/-/-/-/-/-/-

VOICE Editor

Frank Grittner
Supervisor, Modern Foreign Languages

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IV. WHAT'S NEW IN WISCONSIN?

A. INNOVATIVE FOREIGN LANGUAGE PROGRAMS

1. Rice Lake and Individualized Instruction

- a. At Rice Lake, Wisconsin, Mr. Ludwig is utilizing the language laboratory to provide individualized pacing of construction in the teaching of Russian. All students cover essentially the same material, but each proceeds at his own rate. For his particular program Mr. Ludwig selected a type of language laboratory which enables him to play four programs simultaneously from each of two tape texts (two four-track tape texts simultaneously send out eight different levels of instruction). Five in-booth recorders and an additional input at the console make a total of fourteen different programs possible. The console room is at the back of the laboratory in a separate glassed-in room. The console itself sits on a high raised platform which enables Mr. Ludwig to see all students at all times. A student signals the console by the time honored method of raising his hand.
- b. Utilization. During the first half of the period most of the students are on one of the eight programs emanating from the console. These lessons are set to play automatically for the entire lab session. A student on lesson five must, for example, work with the lab material until he thinks he has mastered the lesson. Then he raises his hand and asks to be tested on the material. If he passes the test, then he is allowed to proceed to lesson six. However, there are always several very bright students who are more than eight lessons ahead of the slowest student. Such students can draw out a library tape and work in one of the booths which is equipped with a tape recorder. Thus no one is held back by the slower students and the slower students are not artificially pressured into trying to keep pace with the extremely talented youngsters. The slower students are given minimum acceptable achievement standards based on Mr. Ludwig's former experience with the Lock Step approach to teaching. Surprisingly, when they are not under artificial pressure, most students can come quite close to the old standards. According to Mr. Ludwig, "If the student is forced to move ahead when he is not ready, he will be forever lost. This program has the advantage of allowing a student to remain on a problem until he has mastered it rather than being left behind and almost certainly lost." Thus, the poor students are not penalized and the students with foreign language aptitude can soar out ahead of where they would have been in the Lock Step program. Some of these talented students will be over half way through the second year materials by the end of the first year.

During the second half of the period the Spanish class from across the hall moves into the laboratory and the Russian class moves in to the conventional classroom situation. In this situation the familiar classroom procedures can be carried on. Also, in the classroom situation the students are expected to use the foreign language spontaneously for purposes of communication. Each student

is expected to contribute to the conversation on the basis of his level of achievement. Just as in real life preschool children and educated adults can carry on a conversation on their own level of sophistication, so can the different students with different levels of achievement converse in the same classroom. Thus the routine drillwork is delegated to the laboratory session, whereas the more creative aspects of language teaching are performed in the classroom situation under the direction of a live teacher. The teacher provides motivation and that human contact which is so essential for real communication.

In October, supervisor Grittner interviewed Mr. Ludwig for a statewide broadcast over WHA's Educational Radio Network. The following remarks, (a very brief excerpt from the half-hour program), summarize Mr. Ludwig's attitude toward the need for a balance of machine instruction and the live teacher:

"I have found out that the lab, wonderful an aid as it is, is not the complete answer to the problem of teaching a language. A student, over a period of years, can perform beautifully in a language lab, but when he gets out of the lab and face to face with another person with whom he hopes to speak this language, he is often unable to express himself or understand what the other person is saying. It is difficult to develop face to face communication when you are sitting in a booth with a microphone in front of your face."

"This transition from the lab to a real life situation is an important one, and I feel if it is ignored, the student is never going to enjoy the benefits of his work. In the lab he is going to talk to the microphone and nothing else. The lab is a valuable drill device if it is used for its intended purpose. For starting a student out in a language it is wonderful. It gives the student a chance to be by himself, to get away, to get used to the new and unfamiliar and sometimes even embarrassing sound of a new language. I think new sounds of a language come in an embarrassing way to a person who is beginning to study a language; particularly teenagers are inhibited if somebody laughs when they make a mistake."

"In the booth they're isolated, psychologically as well as physically. This privacy permits them to get started without being self-conscious about it. When they get in the group situation, they have had time to build some confidence by being in this more protected laboratory situation."

"They feel freer to participate once they have made this transition from the lab to the group; and it takes them a while to do that. My students are just getting caught up in it now, but it takes three or four weeks. When they first move into the group, they are still reluctant to express themselves or to convince themselves that they can understand another person speaking Russian. Now they have reached the point where it is fun for them. They enjoy it. They feel a great sense of confidence and accomplishment in being able to express themselves in a different language. When a question

is being asked of a student or someone is making a statement in class in Russian, each student, no matter how efficient he is in the language, is reacting to this. As you can see, he is answering on his own level."

2. Individualization at Lincoln High School, Manitowoc.

Lincoln High School has taken a totally different approach to language laboratory instruction. The type of laboratory with a centralized console had not proven satisfactory for the program for the course of studies at Lincoln High School. Therefore, the school decided to replace the existing lab and try with a totally new concept.

The new laboratory is at the center of a cluster of foreign language classrooms. Students shuttle back and forth between classroom and lab in minimum time without disturbing other classes. The old lab was inconvenient to classrooms formerly spread through the building.

The lab has been redesigned to counter two serious shortcomings in the commercially-designed lab used for the past five years.

The old lab contained thirty booths each equipped with earphones, microphone, and a talk-listen control switch; the booths received instructional materials piped from two tape recorders in the teachers' console.

This resulted in "lock-stepping" students to the capacity and flexibility of the teachers console. Students were forced to work in groups rather than individually, making it impossible to suit the materials, the speed of presentation, and the amount of drill to the needs of the individual student.

Secondly, background noise created by the complex circuitry of the electronic system and inadequate sound-deadening materials in the booths and room made it difficult for students to hear with fine discrimination the pronunciations and intonations of taped native speakers or to record their own voices.

The new lab has no console. Instead, each booth functions independently with its own tape recorder, earphones, and microphone on materials appropriate to the needs of the student using the booth. Carpeting on the floor and on the walls of the booths controls the sound of students recording and listening.

Adjacent to the lab is the instructional materials center. Here teachers prepare materials for class and lab, plan individualized programs with students, and observe lab operation through a one-way glass in the wall separating the rooms. A convex mirror opposite the glass provides a bird's eye-view of student activity. Assisting the teachers in lab operation are student monitor-librarians who check out material to students who enter the lab from either classroom or study hall.

3. Hamilton High School Teaches World History in German.

Hamilton High School at Sussex, Wisconsin, completed a research project during the last school year regarding the use of a foreign language to

study a second subject. German was the language used and World History was the subject taught. There were two groups of second year students in World History. One group was studying World History in English, the other in German. Both groups were enrolled in the regular second year German program.

One purpose of the study was to determine if subject matter other than the content of the usual foreign language course could be profitably studied if all instruction were in a foreign language. If students can learn just as much of the extra-departmental subject matter while at the same time improving their command of a foreign language, then there are certain implications for the combining of the German language with the subject matter of other disciplines. The results of the Hamilton High School Study were as follows:

- a. There was no significant difference in the achievement of the experimental group versus the control group in the study of World History.
- b. Achievement tests on the ability to write German showed significantly better performance in the experimental group.
- c. Achievement tests in the ability to read German showed significantly better performance in the experimental group.
- d. Achievement tests in the ability to speak German showed significantly better performance in the experimental group.
- e. Achievement tests in the ability to hear spoken German showed a difference in favor of the experimental group, but the difference was not statistically significant.

In view of the favorable outcome of this study, the Hamilton School is considering further experimentation of this type. The teacher, Mr. Helmut Keitel, is qualified to teach both history and German. He speaks German natively.

Similarly positive results were reported from a Utah high school which taught biology in German. In the Utah experiment, however, the experimental group was at Carbon High School in Utah while the control group was at the University Laboratory School at Urbana, Illinois. In the Wisconsin experiment the same teacher taught both history and German and the courses were held in the same school system. According to the Utah Foreign Language Newsletter, knowledge of biology acquired in the class was almost identical for both groups as measured by the test administered. There was no significant difference in test scores between the students who had received instruction in biology in English. The investigator of the Carbon Project recommends "that the teacher who teaches a subject-matter class in a foreign language be well qualified academically in the subject matter and in the foreign language and should have taught several years in the subject and in the language. The students who participate in the class should have completed a minimum of three years in the language." The Hamilton High School Project in Wisconsin was done with second-year students. Any further experimentation at Hamilton will be done with third or fourth-year students. However, even with the second-year group, a case can be made for the teaching of another subject area

in the foreign language. It appears that this approach to learning a language motivated many students to continue into the advanced courses. In the past at Hamilton, German, French, Spanish, and Latin enrollments in the advanced levels have been somewhat comparable. However, after the experiment the number of German students who requested Level III German was 78% of all second-year students. This compares with the following: French, 25%; Spanish, 18%; and Latin, 10%. The October issue of the Modern Language Journal reported on six similar studies conducted in other parts of the country. After having seen other subject areas taught in the foreign language in Germany the editor can only reflect the attitude of the Indiana Foreign Language Newsletter which stated, "We think this is a brilliant idea and predict that, though there may be some disappointments in the results during the early years of experimentation, it will some day be standard practice to teach subjects which relate to a particular country in the language which its people speak. This cannot be attempted on a wide scale now; but as more and more thousands of youngsters acquire foreign language ability in the first ten or twelve years of their schooling, there would seem to be no reason why their advanced high school and college education could not be multi-lingual in this very practical and natural way."

Also relevant to the above discussion are developments in Russian education. Soviet educators, in a new response to demands for scientists who are able to conduct research in the major "research languages," announced last week that physics and mathematics in some secondary schools will in the future be taught in English, French, and German. According to Tass, the Soviet news agency, the Minister of Education said that revisions in the training program of the pedagogical institutes (the Soviet version of the teacher's colleges) will lead to the graduation of physics and mathematics specialists who are also qualified to teach one of these foreign languages. In Moscow's Lenin Pedagogical Institute, 109 future mathematics teachers this year have embarked on this new training program, the report said.

(From Modern Language News, North Dakota)

4. LaFollette High School and the Overhead Laboratory.

In October, 1964, three thirty-position overhead laboratories were installed in Madison's LaFollette High School. The editor on several visits had observed unusually high teacher and student satisfaction with this particular type of electronic equipment. Much of the satisfaction was clearly attributable to the manner in which it was being utilized. Accordingly, the editor requested a report from the language department at LaFollette which would summarize how the equipment was used and what results were realized from the utilization of the three overhead laboratories. Below are excerpts from the report submitted by Mrs. Carolyn Adams. Comments by the editor are in parentheses.

- a. Background. (During the first semester the laboratories were used solely as a part of the regular classroom activities. The staff felt that this type of utilization did not exploit the full potentialities of the equipment.) "We decided with the complete support of our administration, that our modern language students would be required to come to the lab for one half hour per week for additional tape work if their grade was 'C' or below. This enabled us to help the average student who ordinarily would not come in for help, or who

wasn't aware of the possibility for help. At the same time, it helped the student to help himself, an idea which appealed to many. Our scheduling enabled most students to fit their lab time into a study hall period, with a few (mostly junior high) students coming in after and before school. Students usually did all thirty minutes at one sitting; however, a few distributed the time into two 15 minute periods, which was equally acceptable."

b. Staff (at the time the report was submitted).

Mrs. Barbara Rank - Department Chairman - Spanish
Mrs. Louise Carlson - German and French
Mrs. Beverly Heinberg - French
Mrs. Carolyn Adams - French
(Mr. August Vandermeulen, Principal)

c. The Laboratory Equipment. "Our labs are equipped with three tape recorders and one record player. We have additional outlets which would allow us to use two more tape recorders. There are thirty headphones in each of three classrooms, bringing the total to 90. The headphone is a complete unit which enables the student to hear the program, hear himself speak as he speaks, and record. There are also volume controls. We feel the type of lab we have at Lafollette is far superior to others for many reasons:

- (1) Our classes are in the same room as the lab, and there are no physical barriers such as booths present.
- (2) There is no time lost in moving between classroom and lab room - the students merely reach up for their headsets.
- (3) We have had almost no repairs all year as compared to \$200 per month at another high school which has a booth-type lab.
- (4) The lab offers all the advantages of a conventional booth lab plus the definite advantages listed above. That is, we can monitor students individually, intercommunicate, etc."

d. Tapes. "From the frequent use of our taped material, we established some criteria for what we consider to be the best type of tape for use in a lab situation. They are listed below with comments:

- (1) Medium to small reels - it wastes a great deal of time to run through the large reels to get to the lesson at the end.
- (2) Taped on one side only - this helps avoid a great deal of confusion.
- (3) Quality - the heavier tapes are better. Thin tape is fragile - too easily broken or mangled.
- (4) Content - tapes go beyond the book with supplementary material - not by mere repetition."

- e. Schedule. (One or more of the laboratories was available during most of the seven periods of the day. The entire language staff was scheduled to serve as laboratory monitors on various days of the week. This assignment was in place of study hall duty. Each teacher had a lab sheet for each class which listed the name of the students and their academic standing. New sheets were issued weekly. Each student who received a grade of "C" or less was required to spend thirty minutes weekly in the lab and to be sure that his lab session was duly recorded.)

"We found that students were conscientious about putting in their lab time and we had only one real delinquent. If students failed to put in time one week, they were expected to make it up the following week. There were no excuses accepted."

- f. Evaluation. "All of us who have participated in this program feel that it has been a great success. Following are some of the factors which offer proof of the above statement:

- (1) The underachiever. "We have experienced marked improvement in the attitude of the low achievers. They show greater interest both in and out of class, and, for a change, an unmistakable desire to improve themselves. We, as teachers, got to know the slow student better and to help him more effectively, and to increase his desire for this help.
- (2) Oral evaluation. "Those who are habitually lackadaisical about oral work have begun to take the earphones and tapes more seriously during extra lab periods. They are monitored, and will not receive time credit if they don't take their work seriously.
- (3) Motivation. "It is of interest to note that even those boys who have a poor attitude toward language learning have been drawn 'back into the fold' so to speak, because of an interest in the mechanics of the language lab. These boys are given full explanations, and often allowed to work the lab under supervision.
- (4) Improved skill development. "On the whole, the vast improvement of interest in the lab outside of class has carried over to the classroom. We find a marked improvement in general comprehension, and assimilation of grammar points and phrases.
- (5) Individual responsibility for learning. "The students became aware of the fact that they were not alone in their problems. They found their friends in other languages in lab also trying to work out their individual problems. As a result, the student saw that any language can present a problem, so he tended to take the blame for failure to achieve the language. Once he realized it was he - not French, Spanish, or German that was at fault - his chances for success improved.

"The student soon came to the realization that as teachers, we were concerned with him as an individual. No more vague statements such as 'I'm here when you want me.' Instead, we actively sought to make ourselves available, and once the student knew this, he took much greater advantage of the lab on his own initiative.

- (6) Improved achievement as measured by grades given. "Not to be overlooked, of course, is the fantastic improvement in grades. We noticed that fewer of our students' grades have gone down, in contrast with the typical pattern of declining grades. (See summary below.)"

Changes in Student Grades During the Second Semester

(As Related to Full Utilization of Laboratory)

Direction of Grade	Spanish	French	German	Totals
No significant change in grade	51	62	14	127 (Same)
Up one grade (i.e., C to B)	7	50	2	59
Up two grades (i.e., C to A)	1	3	1	5
				64 (up)
Total - up or no change	59	115	17	191
Down one grade	5	14	0	19 - 19 (down)

5. Third-year Spanish Taught With Aid of FM-Radio at Lincoln High School, Wisconsin Rapids.

Eight students - too small a number for a "regular" class - are taking third year Spanish by correspondence plus weekly half-hour radio lessons conducted by Mrs. Gabriela Weinberg, a native of Colombia. Each week the radio lesson supplements the written assignment which the students submit. There will be a review lesson before the mid-course and final exams each semester. The radio programs give the students an opportunity to hear Spanish spoken correctly, and to learn much more about the language and culture of Spanish-speaking countries than they would learn in the correspondence course alone.

There is a similar third year French program, conducted by Mrs. Irene Geller, a native speaker of French.

These programs are broadcast by the Wisconsin State network on an FM sub-carrier as follows: third year French from 11:00 to 11:30 a.m. on Tuesday and 11:30 to 12:00 noon on Thursday, third year Spanish from 11:30 to 12:00 noon on Tuesday and 11:00 to 11:30 on Thursday.

Special FM subcarrier equipment is necessary for the proper reception of these programs. The cost (about \$260., plus installation charges) is

reimbursable under the provisions of Title III NDEA.

Plans are now being made for the continuation of the third year French and Spanish programs next school year, and the fourth year may be added if there is sufficient demand. Schools with small enrollments at this level will do well to take advantage of this opportunity to offer third (and perhaps fourth) year French and Spanish next school year. Application for the receiving set should be made now through Mr. Frank Grittner, Supervisor, Modern Foreign Languages, State Department of Public Instruction. Applications for the courses should be made to Mrs. Virginia Mennes, Coordinator, Foreign Language Directed Study Program, University Extension before April 1.

The Foreign Language Directed Study Program is designed to meet the needs and demands of the high schools of the state. Some schools, within traveling distance of the University have monthly classes with the French, German, Latin, Russian, and Spanish instructors who correct their correspondence course assignments. Others have weekly speaker-phone lessons with these instructors. The radio programs meet the demand for third year French and Spanish in schools which offer two years and have a small number of students who wish to continue their study of these languages.

6. Foreign Language Student Newspapers at Brookfield East and at Chetek.

Student newspapers written in German (Brookfield) and Spanish (Chetek) have been produced for several years under the expert guidance of teachers Otto Heit and Ruben Soruco.

The German newspaper is called DIE SPARTANER STIMME ("The Spartan's Voice") and the Spanish-language paper is entitled EL ESTUDIANTE ("The Student"). Both newspapers are written by the students who are enrolled in the language classes. For further information, write to Mr. Heit at Brookfield East or to Mr. Soruco at Chetek.

7. A New Kind of Summer Institute Sponsored by Department of Public Instruction.

A two-week summer institute was held at Wisconsin State University-Stevens Point from June 6 through June 17, 1966. The course avoided, in so far as possible, highly structured lectures, methodological indoctrination and artificially-structured activities of all kinds. Instead, the following procedures were used:

a. Mr. F. M. Grittner, Supervisor of Modern Foreign Languages in Wisconsin, and Dr. P. A. Kroner, Coordinator of the Institute and Chairman of the Foreign Language Department, Wisconsin State University-Stevens Point, selected three resource consultants from the staff of the University:

- (1) Mr. J. E. Devine for French and Linguistics,
- (2) Mrs. Gretl B. Lechause for German,
- (3) Mr. S. P. Leahy, Director of the Language Lab, and
- (4) Mrs. Norma Rusch, Spanish Teacher at Lakeland High School in Minocqua, for Spanish.

b. The participant determined one or two areas pertaining to foreign language learning in which he wished to improve his skill or knowledge.

(The goal could be narrowly practical or could pertain to a broad area of methods or linguistics.)

- c. The participant informed the institute director of his desired area or areas of concentration.
- d. The workshop staff made plans according to the individual requests of each participant. Books, tapes, and a variety of audio-visual devices and materials were made available to meet the needs which each participant had identified. There were a number of large group discussions, but for the most part, work was carried on individually or in small groups.
- e. Each participant brought along texts and samples of other items which were being used in the local school (i.e., tapes, visuals, etc.)
- f. Every attempt was made to maintain a relaxed and informal atmosphere during the two-week period. The main motive for attending was supposed to be to develop better techniques and materials for the following year; these were also supposed to be designed for the specific local teaching situation. A number of participants had also identified a need for improving their skill in speaking and understanding the language. Special instructional sessions were arranged for these participants. Also, special language tables were set up so that all participants could speak only the target language at meal time.

The unavoidable scheduling of the institute in early June made it impossible for many teachers to attend. Nevertheless, 33 experienced teachers participated in the Institute: 15 in the French section, 8 in German, and 10 in Spanish. A similar institute is tentatively planned for the last two weeks in June, 1967, to be held at Whitewater State University.

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B. STATISTICAL REPORT.

1. FOREIGN LANGUAGE ENROLLMENT CHANGES IN WISCONSIN SINCE THE BEGINNING OF NDEA (GRADES 9 - 12)

	<u>1959-60</u>	<u>1960-61</u>	<u>1961-62</u>	<u>1962-63</u>	<u>1963-64</u>	<u>1964-65</u>	<u>1965-66</u>
Latin	9,700	11,800	14,000	15,200	15,200	15,100	14,000
Spanish	7,700	9,100	11,900	14,700	17,500	21,000	22,700
French	4,500	6,250	9,400	12,200	14,000	16,600	17,900
German	4,900	5,700	7,000	9,000	11,800	14,100	14,600
Russian	150	132	229	155	300	266	321

2. JUNIOR HIGH SCHOOL ENROLLMENTS (GRADES 7-8) FOR 1965-66

	7th Graders	8th Graders	Total 7-8
Latin	51	33	84
French	4,376	3,557	7,933
Spanish	6,903	4,544	11,447
German	2,447	2,278	4,725
Russian	<u>75</u>	<u>70</u>	<u>145</u>
TOTALS	13,852	10,482	24,334

3. JUNIOR AND SENIOR HIGH SCHOOL ENROLLMENTS IN WISCONSIN: INCREASES IN GRADES 7--12 SINCE THE BEGINNING OF NDEA

	<u>1960</u>	<u>1966</u>
Enrollments in grades 7-8	2,776	24,334
Enrollments in grades 9-12	<u>26,907</u>	<u>69,521</u>
TOTALS	29,683	93,855